

2025-2026 Pupil Progression Plan

Local Education Agency:

Kenilworth Science and Technology Academy

The PPP should be submitted as a PDF to ppp@la.gov by October 31.

Updated 10/12/2025

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I. Background and Purpose

Louisiana state law ([RS 17:24.4](#)) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan (PPP) based on student performance on the Louisiana Educational Assessment Program (LEAP) with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). The PPP shall address student placement and promotion and shall require the student's mastery of grade-appropriate skills before he or she can be recommended for promotion.

[RS 17:24.4](#) states that "particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement."

The purpose of this document is to assist LEAs in developing their required PPP in accordance with applicable laws and regulations and to codify LEA policies and procedures related to student placement and promotion. In each section of this document, language that conforms to applicable laws and regulations has been pre-populated. Space is provided for LEAs to add any additional local policies and procedures that fulfill the mandate of the law and support students in acquiring proficiency in grade-appropriate skills. Once the PPP is completed, submitted to LDOE, and published locally, teachers shall determine the promotion or placement of each student on an individual basis. LEAs may review promotion and placement decisions in order to ensure compliance with their established policy, and reviews may be initiated by a school's governing body, the local superintendent, or a student's parent or legal custodian.

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Questions about this document should be directed to PPP@La.Gov.

II. Placement of students in kindergarten and grade 1

Kindergarten

The parent or legal guardian of a child who resides in Louisiana and who is age five by September thirtieth of the calendar year in which the school year begins through eighteen shall send their child to a public or nonpublic school, as defined by R.S. 17:236, unless the child's parent or legal guardian opted to defer enrollment of his child in kindergarten pursuant to R.S. 17:151.3 (D) or the child graduates from high school prior to his eighteenth birthday. A child below the age of five who legally enrolls in school shall also be subject to these provisions.

Grade 1

Any child admitted to kindergarten pursuant to R.S. 17:151.3 (D) shall be eligible to enter first grade upon successful completion of kindergarten and shall have satisfactorily passed an academic readiness screening, provided all other applicable entrance requirements have been fulfilled.

The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September 30th of the calendar year in which the school year begins.

Any child transferring into the first grade of a public school from another state and not meeting the requirements herein regarding kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to enrollment in the first grade.

In the space below, please describe any additional placement considerations or policies required by the LEA. Include the names of any required assessments and explain how results will be used.

A student entering kindergarten at Kenilworth Science and Technology School shall be given the Desired Results Developmental Profile-Kindergarten (DRDP-K). The test will be administered during the first 30 days of school and the results must be reported to LDOE by September 30 each year (additional administrations are optional). The results of this screening shall be used for planning instruction to meet the identified needs of the children and to give extra support where needed. The parent or guardian of each child shall be advised of the results of the child's performance on the tests.

All kindergarten and grade one students are administered DIBELS 8th Edition (or state mandated literacy assessment) to monitor reading according to state-mandated benchmarking periods. Beginning of Year, Middle of Year and End of Year assessments will be administered according to LDOE assessment administration requirements, timelines and state data collection reporting requirements.

Children who are entering first grade (age 6 by September 30) and have not attended a state-approved kindergarten program will be administered DIBELS 8th Edition (Dynamic Indicators for Basic Early Literacy Skills). This test measures letter naming fluency, phoneme segmentation fluency, nonsense word fluency.

Grade specific, DIBELS 8th Edition benchmark goals shall serve as the academic readiness criteria for screened students. All final placement decisions shall be made by the SBLC utilizing all available data points. All K-3 DIBELS 8th Edition and DRDPK screeners shall be administered as formative assessments to inform placement and instruction; therefore, no student shall receive a grade for DIBELS 8th Edition or DRDPK assessments

*For purposes of the policies outlined in this document, the IEP Team will determine placement for students with disabilities.

III. Promotion and retention of students in grades K, 1, 2, 3, 4, 5, 6, and 7

Promotion for students in kindergarten and grades K, 1, 2, 4, and 5

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills. Students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an expanded academic support plan that adheres to requirements in [Section VI. Support for students](#).

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades K, 1, 2, 4, and 5.

To be promoted in grades K through 5, a student must meet the following criteria:

- The student must be present 92% of the school days.
- The student must pass:
 - ELA
 - Math
 - Science or Social Studies
- Students in grades K-3 must show proficiency on DIBELS 8
- Students in grades 4-7 - Must be above 20th achievement percentile in NWEA MAP Winter in both ELA and Math

Students in Grades K-5 who do not meet all grade promotion requirements do not qualify for promotion to the next grade.

- Students in K-3 failing to earn units of study in ELA must show proficiency on DIBELS 8 in order to be given consideration by the SBLC to be promoted to the next grade level.
- Students in grades 4-7 - Must be above 20th achievement percentile in Winter in both ELA and Math
 - If students do not score above the 20th percentile, they will be given a second chance in the Spring
 - At that time, the student must be above 20th achievement percentile or meet Fall to Spring growth goal
 - If not meet the 20th achievement percentile or meet their growth goal they must attend summer remediation to be considered for promotion
- Students Grades 3-5 are expected to score "Basic" in at least two core academic subjects, including ELA, math, science and social studies.
- If a student does not meet the required promotion requirement they may be offered to attend a state approved summer school.
- The student must meet the academic requirements of a state approved summer school to remove the deficiency of passing at minimum level of instruction for students who did not pass grade level course work. The SBLC will determine if the results of summer school adequately meet the criteria for promotion to the next grade level.
- Struggling students who do not score Basic on the LEAP in at least two core subject areas shall be provided with an individualized academic improvement plan. (See Grade 4 promotion section of the document). Academic improvement plans and required interventions shall continue into 5th grade until such time as the student meets academic expectations in

accordance with Bulletin 1566, section 705. Any student not meeting promotion criteria may be required to attend the extended year or summer remediation program, if available, to be considered for promotion via SBLC waiver process

- If students do not score Basic or above they may be required to attend LEAP remediation in order to be given consideration by the SBLC to be promoted to the next grade level.
- Parents must be given a review of their child’s progress at each grading period and be encouraged to be a part of the team to plan interventions to accelerate progress when needed.
- The Final Course Grades are calculated as averages of grades obtained during four grading periods.
- The number of times a student may be retained in each grade or level is as follows:
 - A student should not be retained more than one time for failure to meet academic requirements in grades K-5. *

*After an initial retention and in the event that a second retention is warranted, a System Level Committee is required where the school’s Executive Director and a designee from appropriate instructional support departments shall become part of the SBLC process. Students with disabilities, who participate in LEAP Connect, shall have promotion decisions determined by their IEP team.

- Local retention policy does not supersede state accountability and high-stakes testing policy for those subjects and grades with state mandated testing requirements. If a student has already been retained the maximum and also has absences in excess of the state attendance requirements in Bulletin 741, Rev. ’84, the state requirements take precedence.

Grading scale

Kindergarten to 2nd grade

A	100-90
B	80-89
C	70-79
D	60-69
Unsatisfactory (U)	0-59

3rd to 8th grade

A	100-90
B	80-89
C	70-79
D	60-69
F	0-59

Promotion and mandatory retention of students in grade 3

Except for mandatory retention consideration as described below, teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

Retention will be considered for a student scoring at the lowest achievement level on the state end-of-year literacy screener (DIBELS 8.0) as follows:

- The student shall be provided two additional opportunities to score a higher achievement level on the literacy screener prior to the beginning of the subsequent academic year.
- Any student still scoring at the lowest achievement level after three attempts shall be screened for dyslexia.
- Such a student shall be retained in the third grade unless he or she is found to meet at least one of the good cause exemptions in *Bulletin 1566 – Pupil Progression Policies and Procedures*, §701.
- Promotion on the basis of good cause exemption is subject to the consent of the parent, principal, and superintendent.
- The Student Information System (SIS) must reflect the promotion and the good cause exemption under which the promotion was determined.
- Students promoted for good cause shall be provided an Individualized Academic Support Plan (see [Section VI. Support for students](#)).
- Students retained in third grade pursuant to this requirement shall be provided an Individualized Academic Support Plan, 90 minutes of daily reading instruction, and 30 minutes of daily reading intervention.

LDOE will provide to each LEA a roster of third-grade students who have been identified for the purposes of this section, assisting the LEA in making final determinations relative to students' required plans.

- The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this PPP.
- The expanded academic support plan shall continue to be in effect until such time as the student achieves a score of "Mastery" in each of the core academic subjects that initially led to the development of the student's individual plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grade 3.

Third grade students shall be promoted or retained utilizing the same criteria and grading scales as all other K-5 grade elementary students as outlined in the previous sections of this document. Additionally, they should be afforded the same literacy and academic supports detailed in both this section and the previous section of this document regarding K-2 and grades 4 and 5 students as it pertains to requirements for literacy, numeracy, Individual Academic Improvement Plans, and Individual Academic Support Plans.

Per policy prior to the 2023-2024 school year and beginning with the 2022-2023 school year, and continuing through the summer following the 2023-2024 school year, any student enrolled in third or

fourth grade and scoring below grade-level on the end-of-the-year LDOE-approved literacy assessment shall receive a minimum of 30 hours of explicit literacy instruction inclusive of targeted interventions during the summer. The literacy instruction shall be based on the science of reading and adhere to the following:

- No tuition or fees can be charged for the attendance of an eligible student, and transportation must be offered. Summer learning shall be provided by an LDOE-approved tutoring vendor or by a teacher who is enrolled in or has completed the required foundational literacy skills course required per LAC 28: CXV.509 and who has achieved a rating of “effective: proficient” or greater on the most recent evaluation.
- Students not participating in the required summer literacy interventions may be retained in the grade level during the subsequent school year. Such retention shall be included in each local pupil progression plan. A student qualifying for summer literacy interventions who fails to participate in the program but scored Basic or higher on the ELA portion of the most recent LEAP assessment may be promoted to the next grade level.
- The LEA may waive the state policy for students scoring below grade-level on the end-of-the year LDOE-approved literacy assessment for students with an IEP at the discretion of the IEP team.
- Prior to retaining a student pursuant to this Section, a meeting of the SBLC committee may be called by the school or parent to determine whether retention or another option for additional student support is in the best interest of the student.

Parents and guardians of K-3rd grade students should be informed at least annually that due to the provisions of Act 422 of the 2023 Legislative Session which enacted La. R.S. 17:24.11, beginning with the 2024-2025 school year, a student who has a reading deficiency that is not remedied by the end of the third grade shall not be promoted to the 4th grade. Kenilworth has adopted state policy as local policy in this matter, and will follow Act 422 policy guidance provided by the LDOE. Policy guidance documents as well as communications to families regarding this requirement are included in the appendix of this document. Act 422 of the 2023 Legislative Session enacted R.S. 17:24.11 to prohibit the promotion to fourth grade if a student scores at the lowest level of the literacy screener. Amplify’s DIBELS 8th literacy screener shall be used unless otherwise directed by the Louisiana Department of Education. Promotion is based on scoring higher than well below on the composite score. A third-grade student with scores on the state mandated literacy screener that fall within the lowest achievement level may be promoted to the fourth grade through a good-cause exemption. Please refer to the 3rd grade section of this document as well as the appendix guidance documents for additional information.

Kenilworth shall notify the parents or legal custodian of students identified in writing regarding the student’s performance as outlined in multiple sections of this document. Such notification may include the following:

- Provide information on activities that can be done at home to support the student’s literacy proficiency.
- Provide information about supports and interventions that will be provided by the school to support the student’s literacy proficiency.
- Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
- Provide information about the importance of being able to read proficiently by the end of the third grade.

Promotion of students in grades 6 and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local PPP. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of grades 6 and 7.

The student must be present the required number of days (92% of the school days).

The student must pass:

- ELA
- Math
- Science or Social Studies
- Students in grades 4-7 - Must be above 20th achievement percentile in NWEA MAP Winter in both ELA and Math

Students should score Basic or above on their ELA and Math LEAP assessment. If students do not score Basic or above they may be required to attend LEAP remediation in order to be given consideration by the SBLC to be promoted to the next grade level.

Students shall participate in the State mandated assessments, if enrolled at the time the assessments are administered.

Students in grades 4-7 - Must be above 20th achievement percentile in NWEA MAP Winter in both ELA and Math

- If students do not score above the 20th percentile, they will be given a second chance in the Spring
- At that time, the student must be above 20th achievement percentile or meet Fall to Spring growth goal
- If not meet the 20th achievement percentile or meet their growth goal they must attend summer remediation to be considered for promotion

A student who has been retained two (2) times during grades K-6 for academic reasons may not be retained more than one (1) additional time for academic reasons in grade 7. The maximum number of retentions for academic reasons in grades K-8 will not exceed three (3).

- Students with disabilities, who participate in LEAP Connect, shall have promotion decisions determined by the IEP team.
- Parents will be given a review of their child's progress at each grading period and be encouraged to be a part of the team to plan interventions to accelerate progress when needed.
- The Final Course Grades are calculated as averages of grades obtained during four grading periods.

- Local retention policy does not supersede state accountability and high-stakes testing policy for those subjects and grades with state mandated testing requirements. If a student has already been retained the maximum and also has absences in excess of the state attendance requirements in Bulletin 741, Rev. '84, the state requirements take precedence

Grading scale
3rd to 8th grade

A	100-90
B	80-89
C	70-79
D	60-69
F	0-59

IV. Promotion and support of students in grade 8 and high school considerations

Regular Grade 8 Promotion

Eighth-grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subject in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth-grade state assessments may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement

verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.

- *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation.

Transitional 9th Grade

Any first-time eighth-grade student who does not meet the passing standard set forth in BESE *Bulletin 1566*, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.

LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth-grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade—exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.

The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.

The LEA shall admit transitional ninth-grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.

For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.

After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.

Students enrolled in transitional ninth grade shall receive appropriate academic support in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic support shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic support shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

High school promotion and transition considerations

Instructional Minutes: When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

Individual Graduation Planning: By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an [IGP](#). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/postsecondary plan.

Financial Aid Planning: The [linked memorandum](#) outlines the updated Free Application for Federal Student Aid (FAFSA) policy BESE approved at its March 2024 meeting, a repeal of the policy requiring graduating seniors to complete steps related to the FAFSA application. This policy change took effect with the graduation cohort of 2024-2025 and does not remove the requirement of LEAs to provide students and their parents or guardians with information regarding financial aid programs to support postsecondary education and training. LEAs must ensure that each student receives adequate support in completing and submitting an application for financial aid. However, a student action related to FAFSA completion will not be required. An updated parent and student financial aid planning toolkit will be made available to school systems.

Early Graduation: Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.

- The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).
- LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

Credit Recovery Courses and Units

1. Beginning in 2020-2021, the LEA credit recovery program and policy will be included in the local PPP submitted to LDOE.
2. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDOE the rationale for any student:
 - i. receiving more than two credit recovery credits annually; and/or
 - ii. applying more than seven total credit recovery Carnegie units towards graduation requirements.
3. Students earning Carnegie credits in a credit recovery course must have previously taken and failed the course. Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
5. Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.

6. Credit recovery courses must be aligned with state content standards and include a standards aligned pre-assessment to identify unfinished learning and a standards aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.
7. Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or a certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
8. The end-of-course exam weight in a student's final grade, determined by the LEA, must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam but have failed the course may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

NCAA Update

Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

- The course must meet all [requirements for an NCAA-approved core course](#).
- All students in the course must have regular instructor-led interaction for the purpose of instruction, evaluation and assistance for the duration of the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments and the opportunity for the teacher to engage the student in individual or group instruction.
- The course must have a defined time period for completion. For example, it should be clear how long students are required to be enrolled and working in the course, and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional on the student's official high school transcript.

Credit recovery programs

Many high schools offer credit recovery or credit retrieval programs, which allow students to receive credit for a course they previously failed.

For a credit recovery program to be approved, the courses must meet the following requirements:

1. The high school must follow its credit recovery policies regardless of whether the student is an athlete. The Eligibility Center may request the high school's policy if necessary.
2. Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.

In the space below, please describe any local policies or additional considerations used to ensure that online classes meet NCAA requirements.

There is no need for additional policies or additional considerations as Kenilworth does not have a high school.

V. Placement of transfer students

- The local school board shall establish written policies for the placement of students transferring from all other systems and home schooling programs (public, nonpublic, both in and out-of-state, and foreign countries).
- Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school (state-approved and not seeking state approval), any approved home study program, or a Louisiana resident transferring from any out-of-state school shall be administered the English language arts and mathematics portions of the LEAP placement test. Students who have scored below the “basic” achievement level shall have placement and individual academic support addressed in the same manner as non-transfer students in accordance with §701 and §703.
- Any child transferring into the first grade of a public school from out of state and not meeting the requirements for kindergarten attendance shall be required to pass an academic readiness screening administered by the school system prior to the time of enrollment for the first grade, in accordance with state law.

In the space below, please describe any additional considerations or local policies related to the placement of transfer students.

Kenilworth Science and Technology Academy (KSTA) serves students in grades K-8. Students who transfer from school systems within the state of Louisiana are subject to state requirements. A student shall be granted equivalent credit for work completed in the former school. Equivalent credit is that credit that would be granted by KST if the work completed in the former school was completed at KST. After a careful analysis of the granted credit for work completed in the previous school, diagnostic testing or additional assessments in any subject matter for which credit is claimed may be administered to determine appropriate placement. The School Building Level Committee (SBLC) will meet to recommend grade placement if placement is to be in a lower grade other than the age-appropriate grade.

Transfer from Nonpublic Schools, Foreign Schools or Home Schooling Programs

A student shall be received from a nonpublic or foreign school or home schooling program when official transfer materials from the sending school are received. The transfer materials from all schools must include a statement of grade placement, a record of courses taken and currently scheduled, and a status of school obligations (textbooks, debts, etc.). Students enrolling from a state-approved home study program must present the Louisiana Department of Education Home Study Approval for the program, a notification for each year that the student has been in the home study program, and a

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report that summarizes the instruction received during the home study program. The record of courses taken (transcript) and grades/credits earned, in conjunction with any relevant readiness examinations administered by Kenilworth, will be used to determine placement of the student. Students may be placed in a lower grade level than previously enrolled or classified based on the results of the readiness examinations.

Transfer from Approved Public Schools within the State/Outside of Louisiana
(Regular Education)

Transfers from school systems within the state but outside the district are subject to state requirements. Students who transfer from other public schools shall present documentation of regular or remedial placement from the principal of the transferring school to the principal of the receiving school. Such placement will be maintained until complete documentation is obtained from the transferring school and/or Kenilworth determines other placement based on internally conducted readiness assessments. Complete documentation shall include a properly certified transcript showing the student’s record of attendance, achievement, immunization records, and the units of credit earned. Students may be placed in a lower grade level than previously enrolled based on the results of the Kenilworth administered readiness examinations.

*For purposes of the policies outlined in this document, the IEP Team will determine placement for students with disabilities.

VI. Support for students

Uniform grading policy

LEAs shall use the following uniform grading system (§2302) for students enrolled in all grades K-12 for which letter grades are used.

Grading Scale for Regular Courses	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

School year support

Each LEA shall identify students in kindergarten through fifth grade who fail to achieve mastery in reading or math. Such students shall be provided with an expanded academic support plan that adheres to the following requirements:

- For students in kindergarten through third grade, the school shall convene a meeting with the student's parent or legal custodian, teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses relative to literacy or mathematics, discuss any other relevant challenges, and formulate a plan designed to assist the student in achieving proficiency.
- All participants shall sign the documented plan, using a template provided by LDOE, and shall meet to review progress at least once before the next administration of the LEAP assessment.
- Students not meeting performance expectations in literacy shall be provided with focused literacy interventions and support based on the science of reading, designed to improve foundational literacy. Students not meeting performance expectations in mathematics shall be provided with focused mathematics interventions and support designed to improve foundational numeracy or mathematics skills.
- The student shall be identified as requiring an expanded academic support plan in the state SIS.
- The student shall be afforded the opportunity to receive on-grade-level instruction during the summer. For students not meeting performance expectations in literacy, summer instruction must include focused literacy interventions based on the science of reading.
- A plan for a student may include the following specific student supports according to local policy: high-dosage tutoring, placement with a highly effective teacher, daily targeted small-group interventions, before and after school intervention provided by a teacher or tutor with specialized literacy or numeracy training, and at-home programs that include workshops for the parents and legal guardians of students, web-based or parent-guided home activities, and summer learning opportunities. For students below proficiency, not placed with a highly effective teacher, high-dosage tutoring must be included in the plan. The expanded academic support plan may serve as the individual reading improvement plan and the individual numeracy improvement plan pursuant to R.S. 17:24.10.
- LDOE may audit a random sampling of students identified as needing an expanded academic support plan in each local education agency each year.

Summer remediation

LEAs shall continue to offer summer remediation pursuant to R.S. 17:401.12 and *Bulletin 1566*. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point. Students with disabilities attending summer remediation will receive special support as needed.

VII. Literacy support standards for grades K-3

- Each local education agency shall identify all students in kindergarten, first, second, and third grade who score below grade level on the literacy assessment.
- The school shall notify the parents or legal custodian of students identified in writing regarding the student's performance within 15 days of identification. Such notification shall:

- Provide information on activities that can be done at home to support the student’s literacy proficiency.
- Provide information about support and interventions, including high-dosage tutoring, that will be provided by the school to support the student’s literacy proficiency.
- Provide a timeline for updates as a result of progress monitoring that includes a middle-of-year and end-of-year update.
- Provide information about the importance of being able to read proficiently by the end of the third grade.
- The school shall provide mid-year and end-of-the-year updates to the parent or legal custodian of students identified as scoring below grade level on a beginning-of-year or mid-year administration of the literacy screener.

VIII. Course Choice

Local Education Agency Responsibilities

The updated policy outlines specific duties for School Systems to ensure transparency, accountability, and equitable access to high-quality courses funded through the Supplemental Course Allocation (SCA). The update includes:

- Consultation with a designated school system staff member and obtaining written permission from a parent or guardian before approving a student’s course selection.
- A student shall not be permitted to enroll in a course where the determination was made that the course is not academically appropriate, considering the student’s chosen graduation pathway or conflicts with the LDOE published planning resources.
- School Systems are now required to actively inform parents and students about Course Choice opportunities, including eligible courses, funding availability, and the application process.
- School Systems are tasked with ensuring that parents are aware of their rights to choose approved Course Choice courses for their children.
- School Systems must provide guidance to help families choose courses that align with students’ educational and career goals.
- School Systems must prioritize funding for courses that align with graduation requirements and state and local workforce needs, particularly those tied to high-demand career pathways and dual enrollment opportunities.
 - Priorities:
 - Seniors who require a course in order to graduate or student access to TOPS aligned courses not available through the school or school system;
 - Students enrolling in courses required to complete an associate degree in a Fast Forward pathway or a certificate of technical studies aligned to high wage, high demand jobs or work-based learning;
 - Students seeking access to TOPS aligned college credit;

- Students enrolled in a Comprehensive Intervention Required (CIR) or Urgent Intervention Required for Academics (UIR-A) schools;
 - Access to high quality academic content aligned to graduation requirements or access to high quality career and technical content aligned to the Louisiana IBC state focus list which can be offered as recovery credit;
 - Students seeking coursework to increase a student score on a nationally recognized assessment (ACT, SAT, CLT, WorkKeys, or ASVAB) as defined in LAC 28:XI.1711 Bulletin 111;
 - Other priorities defined by the school system, approved by LDOE, and included in the School System's pupil progression plan prior to the student enrollment process.
- Schools must report how funds are allocated and utilized, ensuring transparency and accountability.

IX. Promotion and placement of certain student populations

Students with disabilities

- Students with disabilities attending summer remediation shall receive special support as needed.
- IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other (*Bulletin 1530 §403*). IEP determinations regarding promotion to the fourth grade for students must be in accordance with *Bulletin 1566 §701*.

English learners

- The requirements of Title VI of the Civil Rights Act of 1964 are as follows:
 - Establish procedures to identify language minority students.
 - Establish procedures to determine if language minority students are Limited English Proficient.
 - Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.
- Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to *Bulletin 118 - Statewide Assessment Standards and Practices*. Increasing the

expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

- Establish procedures to monitor former Limited English Proficient students for two years.
 - Ensure that no LEP student shall be retained solely because of limited English proficiency.
- Decisions regarding the promotion of English learners to the fourth grade must be in accordance with *Bulletin 1566* §701.

In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.

Students with Disabilities

For purposes of the policies outlined in this document, the IEP team for the student will replace the School Building Level Committee (SBLC). IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or school established performance standards on any assessment for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the requirements for promotion.

The procedures for students with disabilities are subject to revisions made necessary by the Louisiana Department of Education adoption of rules, regulations, and procedures to meet the April Dunn Act. Students with disabilities who do not meet promotion standards for grades K-8 should be considered for promotion or retention by the IEP team based on the following:

1. Promotion decisions must take into consideration accommodations and/or modifications to the curriculum and modified grades for students whose documented overall grade level equivalent is within a 1 to 1.5 range of the grade enrolled in ELA and/or math. Retention may be considered in any grade when the retention will enable the child to address grade level standards in the regular class and continue to make progress in state standards for that grade.

This includes use of the IEP accommodations and modifications.

2. Promotion should be considered in any grade when scaffolds applied to grade level lessons, based on state standards, result in the delivery of instruction that is significantly below grade level and documentation is available to support the Child's progression. Significantly below grade level is defined as 2 or more instructional levels below grade enrolled in ELA and/or math. Progression is defined as documented trend data from statewide assessments, district common assessments, progress monitoring assessments and/or goals, and objectives correlating with state standards. Documented is defined as written results reported on the IEP under the General Student Information section, progress in the general curriculum, results of State assessments and/or status of goals and objectives. Retention may be considered by the IEP team if the retention will increase inclusion opportunities, or other appropriate opportunities to interact with their non-disabled peers.

3. Students who meet the state criteria for LEAP Connect should be promoted from grade to grade each school year according to their age. Retention may be considered by the IEP team if the retention will increase inclusion, or other appropriate opportunities to interact with their non-disabled peers.

4. In no case should students with disabilities be retained past the over-age policies for nondisabled students.

5. By the end of the eighth grade, the IEP team shall begin to develop an individual Graduation Plan (IGP) pursuant to Bulletin 741. The IGP shall identify a course of study that promotes college or workforce readiness or both, career placement and advancement, and transition from high school to postsecondary education or work placement.

English Learners

- Every student entering KST for the first time will complete a home language survey.
- If a language other than English is spoken in the home, the enrollment clerk will submit a copy of the survey to the ESL Department Chairperson, who will schedule further screening.
- The chairperson will administer the English Language Proficiency Screener (ELPS) to assess oral language proficiency, as well as reading and writing proficiency.
- Students are placed in general education classrooms and receive push-in and pull-out services by ESL teachers.
- Students may receive accommodations and modifications as noted on their EL Accommodation Plan.
- In order to exit the program and be reclassified as “monitored,” students will need to have an achievement level in the “Proficient” range on the English Language Proficiency Test (ELPT) for their grade level. All support services and activities will be accessible to ELs as the school provides instructional programs that foster success in English Language Arts, mathematics, science and social studies.

X. Louisiana GATOR

The Louisiana Giving All True Opportunity to Rise (LA GATOR) Scholarship Program provides eligible families with education scholarship accounts (ESAs). These accounts allow families to personalize their child’s education using state-funded accounts for school tuition and fees, tutoring, educational therapies, textbooks and curricula, dual enrollment courses, and uniforms.

- For a student to be eligible for an ESA in the first phase of the Program, the following conditions must be met:
 - The student must be a resident of Louisiana and meet at least one of the following:
 - The student participated in the Louisiana Scholarship Program for the previous school year.
 - The student is entering kindergarten.
 - The student was enrolled in a public school for the previous school year.
 - The student is from a family with a total income at or below two hundred fifty percent of the federal poverty guidelines.

- A participating student shall cease to be eligible to participate in the LA GATOR Program when the participating student meets at least one (1) of the following, whichever occurs first:
 - enrolls full-time in a public school;
 - ceases to be a resident of Louisiana;
 - is found to have any fraudulent representation in the application for the account or in conjunction with the payment of funds therefrom;
 - graduates or withdraws from high school;
 - the account has been inactive for two consecutive years unless inactivity is due to a lack of available funding for accounts.

XI. Alternative Education Placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to *Bulletin 741 - Louisiana Handbook for School Administrators, §2903* and *Bulletin 131 - Alternative Education Schools/Programs Standards*)

In the space below, please describe the LEA's policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.

Alternatives to regular placements are established to address the needs of all students in meeting the state mandates for promotion. The school follows policies outlined in Bulletin 741 §2903 and Bulletin 131: Louisiana Alternative Education Standards for alternatives to regular placements. Students enrolled in alternatives to regular placements are governed by the same policies as all other students. Kenilworth does not operate alternative programs or schools. Should the school or a student's parents or guardians wish to consider alternative programs for the student, the SBLC must be convened to evaluate educational placement and make a recommendation according to the criteria described below. These programs will be made available on a case-by-case basis, as appropriate.

XII. Due process related to student placement and promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan.

A request for a change or reconsideration of a decision relative to a student's educational program, as provided for in the Pupil Progression Plan, can be made by a parent or guardian. The principal will consider the request or refer the matter to the School Building Level Committee (SBLC) when appropriate. The decision shall be communicated to the parents within three school weeks of the request. Parents may appeal that decision to the Executive Director, who will make a final decision. Such requests must be submitted in writing and contain valid evidence to be considered at each level of appeal.

*Due process procedures for students with disabilities will follow Bulletin 1706, when promotion/retention procedures are in question

XIII. Additional LEA policies related to student placement and promotion

In the space below, please describe any additional LEA policies related to student placement and promotion that have not been addressed in other sections of this document.

*Ex. Determination of Valedictorian
Homework policy
Minimum number of classes for a graduating senior
Summer school credit*

Functions of the School Building Level Committee (SBLC) In accordance with Bulletin 1508.§303, the School Building Level Committee (SBLC) is a general education, data driven, decision-making committee whose standing members consist of at least the Head of School (or designee), a classroom teacher, and the referring teacher. In discussing an individual student's difficulties, the student's parent or guardian is an invited participant. The SBLC shall review and analyze all screening data, including RTI results, to determine the most beneficial option for the student. The committee's options include, but are not limited to one of the following actions.

1. Conduct no further action at this time.
2. Continue current intervention and progress monitoring through the RTI process.
3. Conduct additional interventions through the RTI process.
4. Refer the student to the appropriate committee to conduct a Section 504 evaluation.
5. Refer the student to pupil appraisal personnel for support services.
6. Refer the student to pupil appraisal personnel for an individual evaluation if an exceptionality is suspected.

Parents must be provided a report or summary by the SBLC on the status of the student's response to scientifically research-based interventions which would include repeated assessments of achievement

at reasonable intervals, reflecting formal assessment of student progress during instruction. This report or summary must be provided to parents at least once each grading period until a decision is reached. If the parents disagree with the SBLC actions or decision, the parents must be provided a copy of their rights, which includes the right to request an evaluation. If it is the opinion of the SBLC that the student be referred for an initial evaluation, a pupil appraisal team member shall be present to review supporting documentation.

The SBLC may consult additional classroom teachers and other administrative staff and school support service personnel including but not limited to a reading specialist, nurse, parents, pupil appraisal personnel, etc. This committee is a decision-making group that can facilitate the referral of students for an individual evaluation. Any member of the SBLC may convene the committee to request a review of placement at any time. When warranted, the Head of School may request to convene a System Level Committee (SLC). This committee is composed of either the Academic Support Committee and/or the School Building Level Committee, one or more classroom teachers (as appropriate), and a representative of Special Education, Bilingual, or other departments when applicable. The committee considers extraordinary cases in which the PPP policy is deemed not in the best interest of the student

XIV. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this (insert name of LEA)

Pelican Educational Foundation, Inc

2025-2026 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority: 10/12/2025

DocuSigned by:
Hasan Suzuk
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Superintendent

Signed by:
Orhan Kizilkaya
ACD872C710A2488...

Board President